

North Zulch Independent School District

District Improvement Plan

2023-2024



Mission Statement

North Zulch ISD is committed to developing character, fostering a positive learning experience, and promoting individual student success in society through a shared responsibility between students, teachers, parents, and community.

Vision

North Zulch ISD strives to empower students with a quality education to positively impact an ever changing society.

District Motto

Learners Today, Leaders Tomorrow

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
District Processes & Programs	8
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: Increase Student Achievement for All Students	16
Goal 2: Maintain a High-Quality Instructional Staff, Support Staff, and Administrative Team	22
Goal 3: Improve School Culture and Climate	25
Goal 4: Ensure All Students are Positioned for Success in College, a Career, or the Military	30
District Improvement & Planning Committee	33

Comprehensive Needs Assessment

Demographics

Demographics Summary

North Zulch ISD is located on State Highway 21, six miles east of the Navasota River and thirteen miles west of Madisonville in west-central Madison County. NZISD is a 1A school that has served the community for over 100 years and is the home of the district mascot, Bulldogs.

The district currently serves approximately 350 students in grades Pre-Kindergarten through twelve.

Ethnic Distribution:

- 75% White
- 19% Hispanic
- 0.84% Asian
- 1.7% African American
- 3.6% are two or more races

Enrollment by ethnicity has seen a slight increase in the Hispanic and African-American populations over the last several years. A slight decrease in the Asian population is due to students graduating.

Student Groups:

- 70% Economically Disadvantaged
- 30% Non-Economically Disadvantaged
- > 1% Section 504
- 4.1% EB/English Learners
- 3.6% Gifted and Talented (GT)
- 7.5% Students w/ Dyslexia
- 28.7% At Risk
- 16.4% Special Education

There has been an increase in the number of students identified with Dyslexia.

Staff Information:

- 30 teachers in the district
- 47.4% 0-5 years of experience
- 9.2% 6-10 years of experience
- 26.9% 11-20 years of experience
- 16.6% more than 20 years of experience

The average class sizes are 14.9 students per teacher, but as a whole North Zulch Independent School District remains below the state average class size.

A consistent, well-trained in content and highly qualified staff is a critical part of a successful school. We recruit new staff members by posting job openings on a variety of online platforms such as the Region 6 website, TASA, and the district web page. New staff members are given information on supports provided by the campus as well as the district. North Zulch ISD professional staff are certified by the state of Texas or they are working towards certification through an approved Alternative Certification program. English Language Arts and Reading teachers are ESL certified or working towards certification. Teachers are evaluated using the T-TESS rubric and evaluation system. Teachers new to NZISD and those new to the teaching profession attend a "New Teacher Professional Development" day. New teachers are also assigned a mentor teacher who will guide them through their first year of teaching and/or their first year at NZISD.

Demographics Strengths

North Zulch ISD offers a small student-to-teacher ratio that allows our students to receive a high amount of individualized, differentiated instruction. NZISD is able to provide instruction determined by student needs and aligned to state standards (TEKS).

Student Learning

Student Learning Summary

North Zulch ISD was rated an A district, with a score of 91 in the 2022 accountability system from TEA. Academic Distinctions were earned in 4 out of 7 areas: Mathematics, Science, Social Studies, and Post Secondary Readiness. Due to a delay in the release of the 2023 Texas Academic Performance Reports (TAPR), the district does not have accountability ratings at this time for the 2023 school year.

NZISD sets high expectations for all students to achieve grade-level success. Through best teaching practices and increased levels of rigor in lessons, the district has experienced an increase in the percentage of students scoring at the Meets or higher performance level on STAAR assessments. In the following data, North Zulch ISD utilizes the All Students Meets performance level for the passing percentages below.

On the STAAR Math assessment, NZISD scores for 2023 at the Meets level were above state averages in 6 out of 7 assessments.

- Grade 3: NZISD - 38%; State - 44%
- Grade 4: NZISD - 55%; State - 47%
- Grade 5: NZISD - 57%; State - 50%
- Grade 6: NZISD - 61%; State - 38%
- Grade 7: NZISD - 61%; State - 35%
- Grade 8: NZISD - 71%; State - 44%
- Algebra I: NZISD - 75%; State - 45%

On the STAAR Reading assessment, NZISD scores for 2023 at the Meets level were above state averages in 8 out of 8 assessments.

- Grade 3: NZISD - 66%; State - 51%
- Grade 4: NZISD - 58%; State - 47%
- Grade 5: NZISD - 79%; State - 56%
- Grade 6: NZISD - 72%; State - 51%
- Grade 7: NZISD - 74%; State - 52%
- Grade 8: NZISD - 75%; State - 56%
- English I: NZISD - 81%; State - 54%
- English II: NZISD - 91%; State - 58%

On the STAAR Science assessment, NZISD scores for 2023 at the Meets level were above state averages in 3 out of 3 assessments.

- Grade 5: NZISD - 57%; State - 34%
- Grade 8: NZISD - 57%; State - 45%
- Biology: NZISD - 75%; State - 57%

On the STAAR Social Studies assessment, NZISD scores for 2023 at the Meets level were above state averages in 1 out of 2 assessments.

- Grade 8: NZISD - 17%; State - 31%
- U. S. History: NZISD - 82%; State - 71%

Reading and writing instruction continue to be areas of concern for the district. NZISD reading teachers focus on best teaching practices for all students as developed through the Texas Reading Academies. In addition, the district implemented a vertically aligned writing portfolio system for measuring student growth.

The implementation of accelerated instruction through RtI has been utilized effectively to prevent learning deficits as well as to intervene with students identified with a learning gap. In addition, if a student is failing to complete work, the teachers reach out to those students to encourage accountability and ultimately to reduce the number of failures per cycle and on end-of-the-year state assessments.

NZISD promotes advanced academic courses such as honors-level courses, dual-credit courses, higher-level math and science courses, and CTE health science courses. The district continues to seek more ways to engage every learner in the area of college, career, and military readiness.

Student Learning Strengths

- Student growth in STAAR scores in all subject areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to provide a stronger focus on high-quality Tier I instruction and research-based classroom interventions. **Root Cause:** Lack of consistent, evidence-based learning strategies and targeted interventions.

District Processes & Programs

District Processes & Programs Summary

School Organization:

North Zulch ISD is home to approximately 350 students, Pre-Kindergarten through 12th grade. Our staff consists of approximately 30 teaching staff and 10 support staff who provide instructional support. North Zulch ISD provides services for special education, Section 504, RtI, Gifted and Talented, and ESL. Our administrative staff includes one superintendent, two principals, one assistant principal, one counselor, one technology director, one special programs/special education coordinator, and one curriculum director.

Other areas that relate to our school context and organization are as follows:

- The district supports the organization by providing the teachers with content-based planning days.
- The district provides the opportunity for all staff to attend professional development.
- The school provides a schedule that enables students to participate in extracurricular activities and attend scheduled interventions for student growth.
- The school provides weekly Professional Learning Community (PLC) meetings for teacher collaboration and professional development.
- The administrators provide feedback from classroom walkthroughs (learning walks) and formal observations.
- According to the master schedule, teachers are given approximately 45 minutes of conference time and approximately 45 minutes of PLC/RtI time per day. This allows teachers the opportunity to meet with parents, plan instruction, and attend grade-level meetings, ARDs, 504 meetings, and weekly PLC meetings without interrupting instructional time.
- Elementary students are provided ample time to participate in Specials (Music, Technology, Library, Art, PE).
- Morning tutorials are provided to students who are identified as having a content need.
- Time is provided during the school day for students to receive standard protocol dyslexia instruction and RtI intervention. During that time, teachers are providing individual or small group instruction based on students' unique needs. Instructional time is maximized for all students.
- The master schedule is created with instructional time protected.
- Secondary Honors classes are offered to students needing a more rigorous curriculum.
- The Administrative team meets bi-monthly to collaborate to implement the strategies necessary for school growth.

Curriculum, Instruction, and Assessment Summary:

Curriculum (what we teach) and instruction (how we teach) are at the core of the North Zulch ISD schools. The Curriculum and Instruction Department focuses on developing a dynamic curriculum for PreK-12, which is based directly on the Texas Essential Knowledge and Skills (TEKS). North Zulch ISD is a TEKS-first school district. Our teachers use a variety of instructional resources such as teacher-created lessons, project-based activities, textbooks, online resources, and ancillary materials to ensure mastery of the TEKS.

Data is analyzed from a variety of formal and informal assessments such as District Common Assessments, State-Released Benchmark Assessments, Running Records, Istation, Renaissance STAR, and teacher-made TEKS-aligned assessments. Data-driven decisions such as differentiated instruction, the RtI process, and tracking student progress are used to inform curriculum, instruction, and assessment decisions. The data reflects where vertical alignment is successful based on the curriculum set by North Zulch ISD, instruction based on The Strategic Six, and assessments through District Common Assessments, State-Released Benchmark Assessments, Renaissance STAR, and IXL. Each grade level plans and implements instruction and assessments based on specific TEKS/Skills. Instruction is implemented based on differentiated instruction to support the needs of all students. Teachers provide rigorous learning opportunities through the implementation of The Strategic Six and Depth of Knowledge(DOK) strategies in all core areas.

Processes for monitoring and evaluating the curriculum to meet the needs of all learners are evident through the following:

- Planned curriculum meetings with district subject specialists by grade level
- Campus-wide, data-driven decision making

Instructional strategies and activities are aligned with student learning, needs, and outcomes through the following:

- Curriculum-based assessments
- Developmental reading and math assessments (IXL and Renaissance STAR)
- Data analysis

Students who need additional intervention beyond primary classroom instruction receive differentiated small group instruction focusing on individual needs through RtI. Evidence to support these successful interventions can be found using Eduphoria: AWARE data, Renaissance STAR reports, and IXL reports. The RtI process is designed to identify at-risk students and provide interventions at increasing levels of intensity based on individual student responses to instruction to meet student needs. Progress monitoring logs document students who are receiving intervention outside the classroom as well as their progress in achieving grade-level mastery of skills.

Recruitment and Retention:

A consistent, content-trained, and highly qualified staff is a critical part of a successful school. North Zulch ISD recruits new staff members by partnering with university teacher mentoring programs in the area such as Sam Houston State University and Texas A&M University. New staff members are provided with campus and district supports. New teachers are assigned a mentor teacher to assist them throughout the year.

Teacher morale is an important aspect of the positive work environment at NZISD. To encourage retention, teachers are awarded monetary incentives such as annual retention stipends. In addition, monthly birthday celebrations, Christmas luncheon activities, and game-based professional development sessions are a sample of the morale-boosting, and teacher retention activities planned throughout the school year.

Grade levels and content-specific teams meet with the Principal, Assistant Principal, and Curriculum Director two times per week during the Fall semester and one time per week in the Spring semester in Professional Learning Community (PLC) meetings to discuss curriculum, implementation of district initiatives, and other professional topics.

Administrative learning walks are conducted on a weekly basis to collect snap-shot data of the progress of our district. Teacher feedback is provided through the online program, Eduphoria: Strive. Areas of need as observed through these learning walks lead to professional development on the campuses and teacher coaching sessions as needed.

Technology:

North Zulch ISD offers a 1:1 technology environment for Pre-Kindergarten through twelfth-grade students. The district offers hot spots available for check-out to all students. North Zulch ISD encourages technology use in the classroom to enhance and extend the curriculum in order to provide tools for teachers and students alike. The school has prioritized spending to accomplish goals to better help equip teachers and students with the tools needed to succeed in this technology-driven era.

The district utilizes Google Classroom, Edgenuity, and IXL for learning management systems. One area that NZISD continues to work toward is providing professional development in the area of instructional technology so that our teachers can incorporate technology to optimize learning and student engagement.

District Processes & Programs Strengths

- Implementation of honors courses at the secondary level has allowed for more rigorous instruction.
- Administration of District Common Assessments provides data used to evaluate instruction.
- Identification and tracking of students in Special Programs.
- District-wide availability and use of technology.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Teachers need continued training in the areas of Depth of Knowledge (DOK) levels. **Root Cause:** Evidence of higher-level thinking activities is lacking in lesson plans.

Problem Statement 2: Strengthen the effectiveness of the Mentor Program for supporting new teachers. **Root Cause:** Time to meet with the mentor/mentee is often difficult to arrange.

Problem Statement 3: Increase opportunities for teachers and staff to offer feedback. **Root Cause:** Scheduling staff meetings is challenging due to teacher responsibilities.

Problem Statement 4: Utilize best practices for protecting hardware, internet safety, and implementation of mobile devices. **Root Cause:** District technology equipment processes and procedures require updating.

Problem Statement 5: Increase training for teachers on new ways to use technology in the classroom. **Root Cause:** Additional professional development opportunities are needed.

Perceptions

Perceptions Summary

District Culture and Climate Summary:

According to the annual survey and public forums, areas of strength include:

- The district promotes a positive and safe learning environment for students
- Teachers and administrators are highly visible and accessible to students.
- The school promotes school pride and a sense of belonging for all.
- The district provides effective instructional materials and technology to help all students be successful.
- The school is clean and well-maintained.

Areas where the school can improve:

- The school effectively handles student discipline and behavior problems.
- All students and staff members are recognized for their work and efforts.
- Discipline is applied consistently and fairly to all students.
- Communication is timely and effective.

NZISD has made strides to increase school safety, including the addition of a School Resource Officer, forming a District Safety Committee that meets regularly, using the RAVE panic button for emergency situations, safety glass coating for doors and windows, an enclosed corridor to connect the elementary to the secondary, increased drills to prepare students and staff for emergency situations, ensuring all doors that allow access to students remain locked throughout the school day.

The district has also implemented character education classes, bullying awareness classes, and drug awareness classes taught by the counselor to support social and emotional learning at all grade levels.

Family and Community Engagement:

North Zulch ISD encourages community and family involvement throughout the school year by hosting a variety of programs and events such as:

- Meet the Teacher Night
- Grandparent's Day Breakfast
- Open House
- Veteran's Day Program
- Pre-Kindergarten Round-Up
- Family Literacy Night
- Family Science, Technology, Engineering, and Math (STEM) Night
- Holiday Parties and Celebrations
- Christmas Musical Program
- Awards Assembly
- Family Book Fair Night
- Family Game Night

- Summer Library Program

Parents and community members serve on our District Improvement Committee, LPAC, ARD Committees, and 504 Committees. In an effort to effectively and efficiently communicate with NZISD families and community members, the district utilizes an automated call system, Parent Square, a school website, the school marquee, and various social media platforms such as Facebook and an Athletic app.

Perceptions Strengths

- There is a strong presence of parental involvement of the students in grades Kindergarten through 2nd grade.
- Students, staff, parents, and community members strongly participate in extra-curricular activities such as sporting events, festivals, campus programs, etc.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Increase the participation in academically driven student activities. **Root Cause:** Communication about the importance of academic parental support is lacking.

Problem Statement 2: Gather community and parent input to improve upon areas of need. **Root Cause:** Surveys after each event would be beneficial to evaluate the effectiveness of planned events.

Priority Problem Statements

Problem Statement 1: There is a need to provide a stronger focus on high-quality Tier I instruction and research-based classroom interventions.

Root Cause 1: Lack of consistent, evidence-based learning strategies and targeted interventions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Increase the participation in academically driven student activities.

Root Cause 2: Communication about the importance of academic parental support is lacking.

Problem Statement 2 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices





Goals

Goal 1: Increase Student Achievement for All Students

Performance Objective 1: For students participating in the Spring 2024 STAAR, STAAR Alt., and EOC assessments, 70% will meet or exceed student-specified growth targets.

Evaluation Data Sources: STAAR, TAPR, Federal Accountability





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement an effective, research-based district-wide Response to Intervention (RtI) Program.</p> <p>Strategy's Expected Result/Impact: Students will attain progress on their End of Year (EOY) assessment.</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Curriculum Director, Special Programs Coordinator</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Analyze and disaggregate formative and summative data continuously to provide targeted instruction to students.</p> <p>Strategy's Expected Result/Impact: Increase of projected growth attainment on Renaissance STAR, IXL, District Common Assessments, District Benchmark Assessments, report card grades, and/or STAAR scores.</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Assistant Principal, Teachers, Special Programs Coordinator</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Plan effective and timely tutorial sessions before, during, and after school and offer accelerated instruction opportunities through built-in time during the instructional day and Summer School.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed grade-level progress.</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Counselor, Director of Curriculum</p> <p>Funding Sources: - TI, - State Comp.</p>	Formative		
	Nov	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide teachers with Assistive Technology training, G/T training/updates, ELPS Training, and training on Inclusion and In Class-Support.</p> <p>Strategy's Expected Result/Impact: Increase in effective, research-based instructional and behavioral strategies.</p> <p>Staff Responsible for Monitoring: Special Education Coordinator, Region VI Service Center, Grimes County COOP, Teachers, Special Programs Coordinator, and Principal</p> <p>Funding Sources: - Special Education Funds, - State Comp., - ELL Funds</p>	Formative		
	Nov	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: All Emergent Bilingual (EB) students participating in the ESL program will receive Reading Language Arts instruction from teachers who are certified in ESL.</p> <p>Strategy's Expected Result/Impact: English learners will improve English language acquisition in the areas of Listening, Speaking, Reading, and Writing as demonstrated on TELPAS.</p> <p>Staff Responsible for Monitoring: Special Programs Coordinator, Principal, Teachers</p> <p>Funding Sources: - Local Funds, - Title III</p>	Formative		
	Nov	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Educators who teach students with dyslexia are trained in new research and practices related to dyslexia. Additionally, Evidence-Based Dyslexia Instruction is taught by an appropriately trained instructor.</p> <p>Strategy's Expected Result/Impact: Students identified with the condition of dyslexia will make progress in the area of reading as evidenced by STAAR, district benchmarks, and/or district common assessments.</p> <p>Staff Responsible for Monitoring: Special Programs Coordinator, Principal, Teachers</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
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Goal 1: Increase Student Achievement for All Students

Performance Objective 2: Teachers will be provided with instructional support to ensure rigorous and engaging instruction is delivered to all students.





Evaluation Data Sources: STAAR, EOC, TAPR, Federal Accountability, TELPAS, TPRI

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Administrative team will actively monitor, assess and provide timely feedback to classroom teachers.</p> <p>Strategy's Expected Result/Impact: Improved Eduphoria Walk-Though data; Increase in focused writing prompts and student-to-student meaningful conversations.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Director of Curriculum</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
		N/A	
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to implement timely PLC meetings and institute teacher-learning walks.</p> <p>Strategy's Expected Result/Impact: Increase in teacher collaboration; Modeling of research-based, effective Tier 1 teaching strategies</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Director of Curriculum, and Teachers</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Increase Student Achievement for All Students

Performance Objective 3: NZISD will provide a technology-rich educational environment that enhances individual learning.

Evaluation Data Sources: Technology Report, TAPR Report, STAAR Data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Technology will be integrated into daily classroom instruction.</p> <p>Strategy's Expected Result/Impact: Teachers and students will utilize technology daily. Teachers will transition to a technology-centered classroom.</p> <p>Staff Responsible for Monitoring: Teachers, Director of Technology, and Director of Curriculum</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement school-wide vertically aligned technology programs.</p> <p>Strategy's Expected Result/Impact: Students and teachers will become fluent users of school-wide technology programs.</p> <p>Staff Responsible for Monitoring: Teachers, Director of Technology, and Director of Curriculum</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Increase Student Achievement for All Students

Performance Objective 4: Increase 3rd Grade Reading at the Meets STAAR performance level from 66% to 71% on the Spring 2024 exam.

HB3 Goal

Evaluation Data Sources: STAAR results, Renaissance STAR, IXL, District Common Assessment Data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus-based assessments will be administered for week 3 and week 6 of each 9 weeks to ensure students are being assessed with questions aligned to the TEKS. Spiral questions will be embedded.</p> <p>Strategy's Expected Result/Impact: Reading STAAR "Meets" will increase from 66% to 71% in 3rd grade.</p> <p>Staff Responsible for Monitoring: Teachers, Director of Curriculum, Principal, and Special Programs Coordinator</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
		N/A	
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Small group instruction during RtI will occur daily. Small groups will be formed based on data and the small groups will be differentiated to meet the students' needs academically. Teachers will identify students' gaps during Data Analysis PLC sessions to target purposeful student intervention.</p> <p>Strategy's Expected Result/Impact: Student mastery of all Reading TEKS at a minimum of 70% in all student groups.</p> <p>Staff Responsible for Monitoring: Teachers, Director of Curriculum, Principal, and Special Programs Coordinator</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Increase Student Achievement for All Students

Performance Objective 5: Increase 3rd Grade Math at the Meets STAAR performance level from 38% to 43% on the Spring 2024 exam.

HB3 Goal





Evaluation Data Sources: STAAR results, Istation Data, District Common Assessment Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus-based assessments will be administered for week 3 and week 6 of each 9 weeks to ensure students are being assessed with questions aligned to the TEKS. Spiral questions will be embedded.</p> <p>Strategy's Expected Result/Impact: Math STAAR "Meets" will increase from 38% to 43% in 3rd grade.</p> <p>Staff Responsible for Monitoring: Teachers, Director of Curriculum, Principal, and Special Programs Coordinator</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Small group instruction during RtI will occur daily. Small groups will be formed based on data and the small groups will be differentiated to meet the students' needs academically. Teachers will identify students' gaps during Data Analysis PLC sessions to target purposeful student intervention.</p> <p>Strategy's Expected Result/Impact: Student mastery of all Math TEKS at a minimum of 70% in all student groups.</p> <p>Staff Responsible for Monitoring: Teachers, Director of Curriculum, Principal, and Special Programs Coordinator</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Maintain a High-Quality Instructional Staff, Support Staff, and Administrative Team

Performance Objective 1: Personnel will be qualified through experience, certifications, or training in the instructional area(s) assigned.

Evaluation Data Sources: Teacher Equity Report, Personnel Folders





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Recruit highly qualified teachers. Strategy's Expected Result/Impact: Teacher retention and student achievement will increase. Staff Responsible for Monitoring: District-Level Hiring Committee, Principal Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: New teachers to the district will be assigned a highly qualified mentor teacher. Strategy's Expected Result/Impact: New teachers will become familiar and fluent in district processes, procedures, and expectations. Staff Responsible for Monitoring: Director of Curriculum, Principal, Mentor Teachers, and New teacher hires Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Expansion of the Teacher Incentive Allotment (TIA) to include Science and Social Studies. Strategy's Expected Result/Impact: Recruit and retain Master, Exemplary, and Recognized level teachers. Staff Responsible for Monitoring: Superintendent, Principal, Director of Curriculum, and TIA Stakeholders Committee Funding Sources: - Title IA, - Local Funds</p>	Formative		
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Maintain a High-Quality Instructional Staff, Support Staff, and Administrative Team

Performance Objective 2: All teachers and staff will attend professional development to help increase student achievement.

Evaluation Data Sources: Personnel Folders, Completion Certificates

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional development on higher level questioning strategies and Depth of Knowledge levels will be provided for all teachers. Strategy's Expected Result/Impact: Greater gains in individual student achievement. Staff Responsible for Monitoring: Director of Curriculum, Teachers, and Principal</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Data disaggregation collaboration opportunities will continue to be provided through PLC meetings. Strategy's Expected Result/Impact: Development of self-directed PLC meetings. Staff Responsible for Monitoring: Director of Curriculum, Principal, Special Programs Coordinator, and Teachers</p> <p>Funding Sources: - TI, - State Comp.</p>	Formative		
	Nov	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to implement training in high-leverage inclusive practices. Strategy's Expected Result/Impact: Increase in inclusion students' academic achievement. Staff Responsible for Monitoring: Special Education Director, Teachers, Principal, and Para-Professionals</p> <p>Funding Sources: - Special Education Funds</p>	Formative		
	Nov	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: NZISD will provide opportunities to participate in research-based professional development to enhance content and pedagogy knowledge. Strategy's Expected Result/Impact: Increase in the use of research-based teaching strategies; Students will meet or exceed progress. Staff Responsible for Monitoring: Director of Curriculum, Director of Technology, Principal, Assistant Principal, and Teachers</p> <p>Funding Sources: - Local Funds, - Title IIA</p>	Formative		
	Nov	Mar	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide CTE teachers with professional development to enhance instruction and increase endorsement completions.</p> <p>Strategy's Expected Result/Impact: Increase in the number of industry-based CTE certifications.</p> <p>Staff Responsible for Monitoring: Director of Curriculum, Counselor, Principal, and CTE Director, CTE Teachers</p> <p>Funding Sources: - Local Funds, - State Comp.</p>	Formative		
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Improve School Culture and Climate

Performance Objective 1: The district will develop, implement, practice, and evaluate programs intended to keep students in a safe learning environment.

Evaluation Data Sources: Security System Reports, RAPTOR Reports, CDC Guidelines, TEA Guidelines, PEIMS Reports, Safety Committee Meeting Minutes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to upgrade campus security systems. Strategy's Expected Result/Impact: Increased security and communication throughout the campuses. Staff Responsible for Monitoring: Superintendent, District Technology Director, Principals, Assistant Principal, Counselor, Office Staff Funding Sources: - Title IV, - Local Funds</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Offer trainings and programs for students and staff to address sexual harassment, sexual abuse, bullying, appropriate behavior, and other safety topics that include procedures for reporting inappropriate behavior. (https://sites.google.com/nzisd.org/northzulchisdtitle-ix/home) Strategy's Expected Result/Impact: Increased student and staff awareness on these topics leading to fewer concerns about student and staff safety. Staff Responsible for Monitoring: Superintendent, Principals, Assistant Principal, Counselor, and Teachers Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement a Character Education program and positive behavior strategies school-wide. Strategy's Expected Result/Impact: Reduction in the number of discipline issues within the classrooms. Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal, Teachers Funding Sources: - Title IV, - Local Funds</p>	Formative		
	Nov	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: District Safety Committee will continue to meet a minimum of 3 times per year (Fall Semester, Spring Semester, Summer). Strategy's Expected Result/Impact: Develop Emergency Operations Plan; Recommend and set the number of drills per year; Assist in simulated drills and actual drills. Staff Responsible for Monitoring: District Safety Coordinator and District Safety Committee Members</p> <p>Funding Sources: - Title IV, - Local Funds</p>	Formative		
	Nov	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue to analyze, utilize, and update the District Guardian Plan. Strategy's Expected Result/Impact: Increase in student safety. Staff Responsible for Monitoring: District Safety Coordinator, Superintendent, Director of Technology, Principals, District Guardian Team, and School Resource Officer</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implement, monitor, and adjust the roles and responsibilities of a District Threat Assessment Team. Strategy's Expected Result/Impact: Increased staff awareness in the areas of harmful and violent behavior. Staff Responsible for Monitoring: District Administrators, District Threat Assessment Team</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Implement, train, and evaluate the policy and protocol for school employees and students to respond to traumatic injury (i.e., Stop the Bleed). Strategy's Expected Result/Impact: Increased staff and student awareness. Staff Responsible for Monitoring: Nurse, Counselor, District Safety Committee, and District Administrators</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide information to students, staff, and parents about drug and alcohol awareness and drug-testing policies. Continue to implement and evaluate the drug-testing policy at the Secondary campus. Strategy's Expected Result/Impact: Decrease in drug and alcohol-related discipline referrals. Staff Responsible for Monitoring: Superintendent, Principal, Assistant Principal, Counselor, and Athletic Director</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 3: Improve School Culture and Climate

Performance Objective 2: In the 2023-2024 school year, the District will meet or exceed a 97% attendance rate.





Evaluation Data Sources: PEIMS Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: District administrators will meet regularly to analyze trends in attendance and develop interventions to increase student attendance.</p> <p>Strategy's Expected Result/Impact: Increase in attendance rates.</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus Attendance Committees will meet with parents of students whose attendance rate is near or below 90%.</p> <p>Strategy's Expected Result/Impact: Parents understand the consequences of their student's absenteeism; Increase in attendance rates.</p> <p>Staff Responsible for Monitoring: District Truancy Officer, Principals, Assistant Principal, Counselor, Teachers</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Improve School Culture and Climate

Performance Objective 3: NZISD will monitor, complete, and review planned facility updates.





Evaluation Data Sources: Monthly Board Reports, Facilities Committee Meeting Minutes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The NZISD Maintenance Department will present progress reports as needed during District Administrative meetings and monthly reports at School Board meetings.</p> <p>Strategy's Expected Result/Impact: Improvement in the form and function of all facilities; Communication between departments will improve.</p> <p>Staff Responsible for Monitoring: Superintendent, Maintenance Director, Custodial Director, Principals, and Athletic Director</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: NZISD Superintendent and School Board will review and make recommendations for future building projects as needed.</p> <p>Strategy's Expected Result/Impact: Input from district and community stakeholders will drive the decisions about future NZISD building projects.</p> <p>Staff Responsible for Monitoring: Superintendent, Principal, and Maintenance Director</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Ensure All Students are Positioned for Success in College, a Career, or the Military

Performance Objective 1: At least 94% of NZISD students will graduate with their cohorts.

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: NZISD will provide an opportunity for accelerated, self-paced course completion or credit recovery with computer-assisted programs and individual assistance for struggling students to enable all students to perform at grade level and graduate on time.</p> <p>Strategy's Expected Result/Impact: All students will have the required credits for expected graduation date; Increase in graduation rates, Students receive individualized support.</p> <p>Staff Responsible for Monitoring: Counselor, Principal, and Teachers</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 4: Ensure All Students are Positioned for Success in College, a Career, or the Military

Performance Objective 2: Increase the percentage of NZISD graduates that meet the criteria to be eligible for the CCMR bonus in the area of career readiness and college readiness to 40% by 2024.

HB3 Goal

Evaluation Data Sources: CCMR Rate

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: NZISD will offer Dual Credit classes beginning in the tenth-grade year. Strategy's Expected Result/Impact: Students will graduate with more college hours (24-30 hours). Staff Responsible for Monitoring: Counselor, Principal, and Teachers Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase awareness in CTE certifications offered and workforce-ready options for students according to industry needs. Strategy's Expected Result/Impact: Increased industry-based certifications earned. Staff Responsible for Monitoring: CTE Teachers, Counselor, Principal, and Director of Curriculum Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide funding and designated school days for students to take postsecondary readiness exams, including PSAT, SAT, ACT, and TSIA. Strategy's Expected Result/Impact: Increased participation on post-secondary readiness assessments. Staff Responsible for Monitoring: Counselor, Principal, and Director of Curriculum Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide CTE curriculum and support to ensure that teachers are addressing skills needed to increase success rates among students seeking industry certifications.</p> <p>Strategy's Expected Result/Impact: Increase in passing rates on certification tests.</p> <p>Staff Responsible for Monitoring: CTE Teachers, Counselor, Principal, and Director of Curriculum</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide funding for students to take industry certifications and licensure exams.</p> <p>Strategy's Expected Result/Impact: Increased participation in certification tests.</p> <p>Staff Responsible for Monitoring: Counselor, Principal, and Director of Curriculum</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Improvement & Planning Committee

Committee Role	Name	Position
Administrator	Alan Andrus	Superintendent
Administrator	Janie Pope	Elementary Principal
Administrator	Kevin Compton	Secondary Principal
Administrator	Donald May	Assistant Principal
Administrator	Lea Ann Andrus	Director of Curriculum
Administrator	Lori Baker	Business Manager
District-level Professional	Amber Collins	SPED Coordinator/Teacher
Classroom Teacher	Joan Osth	Secondary Teacher
Classroom Teacher	Tracy Lively	Secondary Teacher
Classroom Teacher	Caryl Miller-Compton	Secondary Teacher/ESL Coordinator
Classroom Teacher	Misty Kyle	CATE Coordinator/Teacher
Paraprofessional	Autumn Nauling	Library Aide
Parent	Kathryn Knotts	Parent/Business